Unit 4: Research Argumentative Essay

* Choose one of the following topics
  + Junk Food Tax
  + Recycling
  + School Schedules
  + Teenage Driving
  + Homework
  + Cellphones in School
  + Banned Books
  + Curfew
  + Youth Sports
  + Climate Change
* Narrow topic to one issue and create a claim that supports your position
* Research articles that support your claim
  + You need at LEAST 2 articles that support your claim
  + You also need to have at least 1 article that supports your counterclaim

WRITING CHECKLIST

* I have chosen a topic.
* I have written a claim that narrows my topic down.
* I have TWO articles that support my position.
* I have one article that supports the counterclaim.
* I have filled out my research notes.
* I have completed my graphic organizer AND had it signed off by my teacher.
* I have written my introduction and topic sentences for my three reason paragraphs.
* I have completed my three body paragraphs with relevant evidence from the articles I researched.
* I have included in-text citations.
* I have completed my counterclaim paragraph.
* I have a conclusion.
* I have a work-cited page that has all the correct MLA citations included from ALL sources used.
* I have submitted my draft to CANVAS for peer edit.
* I have a printed copy of my draft for in-class peer edits.
* My final draft has been revised and submitted to UTAH COMPOSE for a final score.

**RUBRIC FROM UTAH COMPOSE**

DEVELOPMENT OF IDEAS

The response is strongly focused and complete, with a wealth of appropriate information and details.

•  The writer introduces a claim.

•  The writer clearly states an opinion/takes a position.

•  The writer provides sufficient and convincing support using facts and details to fully develop the composition, as well as strategies and elaborative techniques appropriate to the task, purpose and audience. •  All main ideas in the response are uniformly developed.

•  Support strongly enhances cohesion.

•  The writer may take creative approaches that enhance the response.

ORGANIZATION

The response has a strong vertical and horizontal structure.

•  The organization is specific to task, purpose and audience.

•  The response moves smoothly from purposeful introduction to effective conclusion.

•  Effective transitions contribute to unity.

•  Transitions may be transparent and do not interfere with the flow of ideas.

•  There is a strong progression of ideas from sentence to sentence and introduction to conclusion.

STYLE

The writer personalizes the topic and forms a strong connection with the audience by demonstrating a strong sense of purpose and appropriateness to task and audience.

•  The writer’s voice comes through the composition and strengthens the connection with the audience. •  Compositional risks are successful and enhance the response.

•  The communication with the audience is strong without seeming forced.

•  The writer establishes and maintains a formal style.

WORD CHOICE

Words are used in a precise and sophisticated way to enhance the development of the topic.

•  The response has evidence of precise vocabulary that is beyond grade level.

•  Word selection strongly enhances specificity of support and elaboration.

•  Words have impact and are used with efficiency.

•  The writer’s choice of words effectively brings the response to life.

SENTENCE STRUCTURE

Sentences are complex and varied.

•  Sentence construction contributes to a strong sense of fluency.

•  Attempts at sophistication are successful.

•  Combinations of sentence structures enhance cohesion and promote strong expression.

•  There are few, if any, errors in sentence construction.

CONVENTIONS

The writer demonstrates a strong command of grammar, usage, and mechanics.

•  Grammar and usage are generally correct and demonstrate complexity.

•  There are few, if any, errors in spelling, and the student successfully attempts to spell complex words.

•  There are few, if any, errors in punctuation.